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ABSTRACT

An investigation into the impact of a variety of compensatory programs upon black students is described. Eighteen junior college programs were described in terms of the instructional approach, the criteria for ingress into the program and egress from it, the type of credit provided, and the response of minority students to these varying characteristics. Two workshops were held, one in Florida and one in Texas, to which persons intimately connected with the programs came. The materials derived from the two workshops and from the analysis of an editorial committee are organized under three major headings: characteristics of compensatory programs, positive and negative impacts upon black students, and suggested changes. Seven specific aspects of the compensatory programs are analyzed: the stated purpose of the program, visible administrative support, criteria for ingress into the program, its credit status, the degree of identifiability of the program, its methods for developing self-concept, counseling support, and criteria for egress. (DB)

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A PROJECT REPORT ON COMPENSATORY INSTRUCTION IN COMMUNITY COLLEGES

Institute for Higher Educational Opportunity
Southern Regional Education Board
130 Sixth Street, N. W. Atlanta, Georgia 30313

October, 1972

Foreword

Because the community college serves the total community, it has a particularly significant responsibility for leadership in expanding post high school educational opportunity for minority group students. The Southern Regional Education Board, with support from the Carnegie Corporation, is endeavoring to strengthen the role which the community and junior colleges may play in the South in meeting needs of black students. This report is the third publication resulting from the activities of the project.

During 1969-70, interviews were conducted with 400 black high school and community college students in five locations to determine their attitudes toward their local community colleges. In 1970-71 special programs were initiated to meet the objections and criticisms which had been identified, and an inventory was compiled of other programs in the region which had been designed for the same purposes.[1]

During these two years it became increasingly apparent that attitudes had a strong effect upon the success or failure of instructional programs. In no area was this fact more visible than in so-called "compensatory" instructional offerings.

This report describes an investigation into the impact of a variety of compensatory programs upon black students. The materials were derived at the "grass roots" level from persons closely involved in guided studies programs. We express appreciation for their candor in evaluating their instructional efforts for assisting students and for their forthright suggestions for improvement. We appreciate also the support from the Carnegie Corporation for the financial assistance which has undergirded SREB's efforts to expand opportunity to blacks in the South through the public community colleges.

[1] These programs are described in the SREB publications *NEW CHALLENGES TO THE JUNIOR COLLEGES* (1970) and *THE BLACK COMMUNITY AND THE COMMUNITY COLLEGE* (1971).

Winfred L. Godwin
President

Statement of the Problem

In one community college in 1969-70 where an unusually strong guided studies program was in operation, the astounding discovery was made that the program was "turning off" black students who were dropping out at an unexpected rate, even though the course was directed by a black faculty member of acknowledged competence. An analysis of the situation showed that the problem was centered in the setting in which the course was offered rather than in the instructional techniques employed. Black students felt they had been assigned to the course for racial reasons, that they had been demoted since no credit was given for the work, and that their presence in the program was a form of denigration.

Interviews with black students in other locations confirmed the importance of factors other than instruction itself as a dominant influence on the success of compensatory programs, by whatever name they bore. A decision was therefore made to examine a variety of forms of compensatory education in community colleges to gain insight into factors which had positive and negative impact upon attitudes of blacks who were enrolled.

With the assistance of the directors and staff of state junior college systems in Florida and in Texas, eighteen junior colleges with varying approaches to compensatory instruction were identified. Two workshops were held, one in Florida and one in Texas, to which persons intimately connected with the programs came. With the assistance of several resource persons and SREB staff, a frank discussion of the impact of compensatory instruction upon minority students was conducted. Each institutional program was described in terms of the instructional approach, the criteria for ingress into the program and egress from it, the type of credit provided, and the response of minority students to these varying characteristics. Later an editorial committee met in Atlanta to review all of the report materials and to identify the implications which emerged. During all of these discussions, nine basic assumptions became increasingly visible and constitute a frame of reference undergirding the review of specific types of impact which compensatory programs may have upon attitudinal responses of minority group students.

1. *If needs of minority group students are to be met, these needs must be candidly recognized.* The "open door" policy of the community college by itself is not sufficient. The persons who enter the door wish to be recognized for what they are. To say that the college is unaware of the ethnic origins of its students is to deny identity.
2. *Compensatory instruction must concern itself with growth of aspiration patterns, motivation, and development of self-concept as well as with improvement of skills.* Remedial instruction alone is superficial for all students, and for the minority person it is particularly unproductive.
3. *The philosophy of the community college is rooted in service to the entire community and must therefore be polycultural.* The student body of a community college should be the most diversified of any post high school educational institution, and its policies and programs should reflect this fact.
4. *Compensatory programs must be planned and evaluated in terms of the total setting.* Pedagogical techniques may succeed or fail because of the general conditions under

which they operate—including administrative attitudes toward the programs and their image in the minds of faculty and the general student body.

5. *An effective compensatory program will have a strong influence on the total instructional program.* One goal often expressed by directors of guided studies instruction is that they might succeed well enough to go out of business as a separate unit through influencing all academic departments to adapt instructional methods to a diversified student body.

6. *If compensatory instruction is to serve black students effectively, there must be blacks on the staff and faculty of the college.* If this condition does not exist, the credibility gap will constitute a serious handicap.

7. *There is no one model of compensatory instruction suitable for all community colleges.* Conditions vary from community to community. Modes of instruction must be related to the persons conducting the program. But there are basic considerations which seem to provide a foundation for a variety of procedures to assist students of different ethnic origins to find themselves in the community college.

8. *Nomenclature for compensatory instruction is of major importance.* There is general dissatisfaction with such terms as "remedial" and "compensatory," and even "guided studies" is viewed with suspicion by many students, and particularly by minority group students.

9. *Compensatory instruction must be supported by strong counseling services.* Traditional counseling resources are regarded as inadequate. Very strong and nontraditional counseling services are the foundation of an effective program of compensatory instruction.

The materials derived from the two workshops and from the analysis of an editorial committee are organized under three major headings: characteristics of compensatory programs, positive and negative impacts upon black students, and suggested changes. Under characteristics seven specific aspects of the compensatory programs are analyzed: the stated purpose of the program, visible administrative support, criteria for ingress into the program, its credit status, the degree of identifiability of the program, its methods for developing self-concept, counseling support, and criteria for egress.

Program Characteristics

Statement of Purpose

The differences that exist in the guided studies programs of the eighteen institutions participating in this study are many. Some concentrate upon the development of basic skills needed to succeed in post secondary educational programs, some concentrate upon the development of the total personality, others concentrate upon a combination of both. The emphasis on skills is illustrated by the statement from Florida Junior College at Jacksonville:

> The goal of the Guided Studies Department of North and South Campus is to help students improve their learning skills. At present the specific disciplines involved on both campuses are: mathematics, written and spoken communication and reading.
>
> The following courses are offered for students with basic scholastic deficiencies:
>
> GS90—Reading Laboratory
> GS94—Developing Effective Study Skill
> GS95—G. S. Mathematics
> GS97—English Fundamentals
>
> The Guided Studies Institute incorporates all the components in a "block." It is offered on the North Campus only. This institute offers all of the above components plus Physical Education and one college level course. A basic social science course has been added this fall.
>
> The North Campus offers tutorial help through the Programmed Learning Center, and any student enrolled at the college may utilize this tutorial help.
>
> The laboratory is the focal point of the South Campus program. The communications labs are wholly individualized instruction.
>
> The Cumberland Campus offers:
> GS95—G. S. Math
> GS97—English Fundamentals
> GS90—Reading Laboratory
>
> This campus is the most readily accessible to the low income student because of its being situated on the bus routes.

On the other hand, at El Centro College in Dallas attitudinal changes are regarded as the central purpose of the Guided Studies Division.

> The primary purpose of El Centro College is to provide a meaningful educational experience for all of its students. El Centro is an urban inner-city community college with an "open door" philosophy; therefore, it is necessary that provisions be made to meet the educational needs of the students who have not had a successful educational background and who have not acquired many

of the skills necessary for further education in academic transfer of technical-vocational programs. At El Centro College the Guided Studies Division has been given the responsibility for making the "open door" philosophy a workable one for educationally disadvantaged students by providing a program that will help change the negative attitudes that many students have about themselves, and help them develop the skills that they need to succeed in college and on the job.

Wharton County Junior College recognizes the importance of training for utilitarian purposes but also enunciates the importance of development of self-image:

> The Directed Studies Program is a comprehensive one year program for students who have experienced limited success in high school and whose chances of experiencing success in the traditional college curriculum are very slim. The program is designed to prepare students for appropriate academic or vocational technical programs or for gainful employment; to develop satisfactory reading, writing, speaking, numerical and study skills; to insure initial academic success of each student and to maintain him in college in spite of prior low educational achievement; *to assist the student in developing a positive self image and concrete goals for his future.*

Santa Fe Junior College at Gainesville, Florida, defines its role for disadvantaged students in broad and general terms. This definition is not evasive, for the college has a strong concern for minority students.

> Santa Fe has no "compensatory" or remedial programs for two reasons: (1) These programs do not seem to be philosophically consistent with the spirit of the community college with its open door and emphasis on individual worth; and (2) remedial programs, especially mandatory ones, don't seem to work very well. A different concept was evolved: The Common Program. This program approaches education in a fundamental and essential way. We have defined general education especially in a much too restrictive way for far too long. What university president could find a square root? or could identify dangling participles? We are willing to admit that some of the skills we traditionally require might not be all that useful in themselves. (To those who would argue that while one may have forgotten exactly how to do a square root, some "powers of thinking" or "facilities of critical analysis" have been developed by once doing them. One replies that maybe it would be more efficient to work directly on those "powers of thinking.")

While a wide range of stated purposes exists among the institutions studied, the predominant emphasis is upon total development of the individual rather than upon purely remedial training in basic skills. In the discussion of these statements, the importance of growth of self-concept by minority students was assigned a high priority. There is little evidence that the minority students will experience success in collegiate programs that do not emphasize this growth in self-concept.

Administrative Support

The success of special programs for disadvantaged students is influenced by the degree of visability of administrative support, both in terms of policy and of budgetary support. At one extreme the administration shows an attitude of benevolent

tolerance which is readily recognized as no support at all. This attitude is quickly transmitted to faculty not involved in the program and shared by many of them. Students very quickly realize that the guided studies program is only tolerated, and the participants believe the program may be a deliberate effort to denigrate them.

On the other hand, statements such as the one above from El Centro College illustrate the high degree of concern the administration has for serving all persons in the community. One of the most exciting experiences in SREB's project has been the observation of change in administrative attitudes and the resulting change in attitude of the faculty and the students participating in the guided studies programs.

Ingress

The procedures by which students are enrolled in compensatory programs have a profound influence upon the success of the instruction. At first glance it appeared that whether or not the student was *required* to take the courses was the crucial issue. It is true that compulsory enrollment often has a negative effect upon students, and particularly upon black students. Many of these students are moving from predominantly black high schools to their first experience in a predominantly white educational institution. To be assigned to a required, and often non-credit, remedial program may be a traumatic experience with impact upon self-confidence and level of expectations. But the procedures of ingress are complex. In at least one institution, expert counseling prior to admission resulted in students feeling that their inclusion in the guided studies represented a distinct privilege.

Policies concerning ingress varied from arbitrary assignment based solely on test scores to voluntary enrollment as a result of counseling. The most typical method included test scores, high school grades, and interview. Broward College is an illustration:

> Two hundred twenty-one students, most of whom had no prior college experience, were enrolled during this reporting period. All students were selected on the basis of high school grade point average, standarized test scores and personal interview with the director. The mean high school grade point average was 1.46. The median Florida Twelth Grade Placement T-st score was 656.

There seems little doubt that attitudes toward being enrolled in compensatory programs are deeply influenced by factors located in the high schools and general community. The director of one guided studies program, and a very successful one, says, "I still do not know how to combat the community pressures to keep minority students out of compensatory programs. This feeling is obviously more extensive than ..... County and may even help to destroy the community college concept of education as well as compensatory education." The point must be made that this resistance often appears in the black community as well as in the white.

Credit Status

The conditions surrounding ingress are strongly influenced by the credit status of a guided studies program. Among the institutions studied, credit status varied from full credit through partial credit to no credit at all. Full credit obviously alleviates negative attitudes toward enrollment. Lack of credit is a strong negative factor upon responses of black students, who often regard the policy as racially motivated, especially if compulsory assignments are made only on the basis of test scores. The

practice of assigning "institutional credit" in some Florida colleges is resented by some black students as a subterfuge, since this form of credit is not transferred to senior colleges.

The trend is toward granting credit. El Centro clearly states its policy.

> All students who enroll full-time in Guided Studies during the first semester take at most four courses—Guided Studies Reading 090,Guided Studies Writing 090 composition, Guided Studies Math 090 (basic math), and Guided Studies Development 092 (group guidance and counseling). Students may take another semester of reading, writing, and math (GSR 091, GSW 091, GSD 091) if they need further improvement in these areas. The student, his counselor, and his counselor decide cooperatively whether a student needs more than one semester in any of the courses. A special course is also offered to help the foreign students improve their reading, writing, and oral communication skills (GSW 093). Students who are not taking Guided Studies courses may take Reading 101, a course taught by Guided Studies instructors, which provides advanced reading instruction for students who have the basic reading skills but who want to improve reading speed, comprehension and study skills.
>
> The *Reading 101 course is the only Guided Studies course that is accepted by El Centro College for graduation requirements and by four-year schools for Transfer purposes.* El Centro College administrators are seriously considering making a combination of Guided Studies Reading and Writing as a substitute for English or Communication courses for technical-vocational students. The GSD 092 course is under study to determine if it might not serve as a course that would at least be an elective for technical-vocational degrees at El Centro College. Even though the courses do not now count toward graduation the grades still count in computing the student's final grade point average. Students in the Guided Studies classes accept the fact that the courses do not count toward graduation remarkably well, and there is a very positive feeling about the value of their program by Guided Studies students.

Broward College provides for both full credit and "institutional credit." Provision is made, however, for transfer from terminal to more academic programs.

> All courses carry credit. However, there are two types of credit: institutional and regular academic credit. The former may be used toward acquiring a certificate; the latter is to be used toward a degree. The SPANS program consists altogether of institutional-credit courses. However, students are permitted to transfer from the program into the regular certificate program, the regular technical program, or the college-parallel program as he qualifies academically.

Many colleges, even some whose special programs constitute the entire first year's instruction such as Tarrant County Junior College, give full credit for the work taken. A growing practice is to provide for flexibility in the time required to complete a course. At San Antonio College, a grade of IP (In Progress) enables a student to extend the time required to meet course standards without incurring a failing grade which would affect the general grade average.

The practice of giving credit based on performance on standardized tests causes a problem for minority students in some subject-matter areas where cultural differences

affect such performance. This condition is especially critical in colleges where cultural bi-lingualism is not recognized.

Identifiability of Program

Practices regarding visibility or identifiability of compensatory instruction are sharply divided between those which separate such programs, even with full credit, from traditional curricula and those which incorporate compensatory instruction within regular curricula through supplementary instruction such as learning laboratories. Sante Fe College expresses the latter stance in its basic statement of purpose, already quoted. Ranger College has also adopted this position.

> 1. The compensatory program is built into the regular freshman courses through individualized self-paced instruction and tutorial assistance, therefore, disadvantaged students are not separated from their peers.
> 2. Individualized instruction is used in freshman English (reading, grammar, vocabulary, and spelling), history, biology, speech, and psychology (communication and study skills).
> 3. After each student has taken a diagnostic pretest, he is given a prescription which will direct him to appropriate learning pathways designed to lead him to the terminal objectives for the course.
> 4. If the student does not reach the terminal objectives by the end of one semester, he is given another to finish his work.
> 5. Four different laboratories are used: a writing lab-learning lab (freshman English), a communications lab (speech), a biology lab, and a general studies lab (history, psychology, and sophomore level courses).
> 6. Instructors are scheduled into the labs each day and several nights each week.
> 7. Freshman English utilizes a team teaching technique.
> 8. Instructors are available to counsel with each student on his progress through the course.

In contrast, El Centro moved to a separate identification in 1968.

> *Separate Division*—One of the significant characteristics of the developmental programs at El Centro College has been the inclusion of all remedial programs in the Guided Studies Division. During its first three years of operation the developmental programs at El Centro were included in the Math and Science Division and in the Communication Division, but in the fall of 1968 the Guided Studies Division was created and in the fall of 1969 all remedial programs were placed in the Guided Studies Division. At El Centro it is felt that there are several advantages in having all of the developmental courses in one division. Some of these reasons are:
>
> 1. It is very important that the instructors who teach remedial courses do so because they choose to rather than having to do so because it is a mandatory part of their course load or because their division chairman was punishing them. The attitudes of teachers are communicated to their students and if the instructors have negative attitudes about the remedial courses and about their students then it will be difficult for the program to be successful.

2. It is possible, by having all of the developmental programs in one division, for the instructors to work more closely together to plan meaningful learning experiences for the students. Cooperative planning among academic disciplines and team teaching allows the students to see learning as a more meaningful whole rather than as isolated segments.

3. By combining instruction and counseling in the same division the Guided Studies Division has broken down the typical barriers and conflicts between counselors and instructors. The counselors are much more evident to the students in Guided Studies than they are in most instructional divisions because Guided Studies counselors have their offices next to the instructional classrooms and the counselors work with the instructors in their classes. There is also ample opportunity for counselors and teachers to consult one another about students because all members of the Guided Studies Division are offered in the area.

In both of the conferences held in Florida and Texas there was general concensus that the ideal was to have compensatory instruction thoroughly imbedded in *all* instruction. At the same time, the majority of participants felt that most faculties were not yet ready for this step to be taken and that the pace would usually have to be set through special and visible programs. For example, at Tarrant County College in Fort Worth, it would not have been possible to incorporate immediately the innovative practices at an institution-wide level.

Basic studies is a one-year freshman level general education program for which the student may receive as many as 36 hours of credit. He may leave the program after one semester, but this practice is discouraged for most students. However, he may take one parallel course instead of Career Planning in the spring if he desires.

All courses are credit courses toward the A.A. and A.A.S. degrees and are accepted as prerequisites for advanced courses in many departments. TCJC has transfer agreements with most universities and colleges in the state to accept BAS courses for degree requirements if the student completes the A.A. degree.

The major instructional components are:

1. Communications
2. Reading Improvement
3. Social Science
4. Humanities
5. Natural Science
6. Personality Foundations—Career Planning
7. Health and Physical Education

All courses are interdisciplinary and taught by a cross-disciplinary team of instructors called a Vertical Team. The team meets together at least once a week to plan curriculum and, since they all have the same students in class, to discuss the individual learning problems of their students. The curriculum is planned around a single topic and as a coherent whole. The student learns the

Development of faculty may more quickly be accomplished within a separate program. Broward College made faculty and staff development a fundamental part of the SPANS instruction.

Conference participants identified the following advantages in the separate guided studies programs:

1) better results in developing competencies among faculty
2) benefits to students through cross-cultural associations
3) closer association between students and faculty, with particular benefits to some minority students who had lacked strong relationships to adults in their earlier experiences
4) opportunity for experimentation and innovation.

On the other hand, the programs incorporated into regular curricula had these advantages:

1) less problem with negative attitudes growing out of separation from the mainstream
2) extending time for learning through supplementary learning laboratories
3) avoidance of questions regarding credits

4) contact of disadvantaged students with peer group representative of general student population

5) more impact upon large number of faculty in the use of special instructional techniques.

Self-Concept

The search for identity is an experience common to all mankind at all ages. But for the minority student moving from high school to a college, the search becomes acute and has a pervading influence on many aspects of his behavior. Most of the persons directing guided studies in the colleges participating in the conferences were not only aware of this fact but also saw the implications for their work.

Broward Junior College stated the importance of self-concept as a major concern of its SPANS program.

> The SPANS program included youth and adults; the greater emphasis was on high school graduates of the last five years (1965-1970). Those who were recruited are Blacks, Whites, Seminole Indians, and Spanish speaking.
>
> SPANS is centered around the problems of these disadvantaged:
>
> A. a lack of a sense of personal dignity and individual worth, which is essential to achievement in society,
>
> B. inadequate concepts of self where realistic self-concepts are needed,
>
> C. the lack of a sense of values compatible with society.
>
> Purposes and Objectives:
>
> A. to create a sense of personal dignity and worth,
>
> B. to build a realistic self-concept,
>
> C. to develop a sense of values which enable one to compete in general society.

At McClennan Community College, the course in Personal Growth and Development is the major resource of their compensatory program which contributes to development of identity concepts. The course

> . . . utilizes group counseling, with special emphasis upon encounter techniques, to help the student in self-understanding, motivation, and in the development of positive self-concepts. Each individual is encouraged to see himself as a person of worth and value who has an important contribution to make to society.

Discussions of growth in self-concept at the conferences reflected the importance of recognizing this factor as a major objective. At the same time the groups suggested that planning to meet the objective should involve all aspects of the program: instruction, counseling, and personal contacts by the students with faculty and with fellow students.

Counseling Support

Mr. Sam Cary of the SREB staff was connected for years with Knoxville College in their compensatory (CEAP) program. The experience convinced him that effective counseling was the single and most critical factor influencing success.

But the types of counseling required are not to be found only in the professional counseling services provided by a college. First, the counseling staff should be enlarged and should include one or more black staff members. The staff should meet with the faculty in the guided studies program to identify ways in which their services might be related to instruction. Second, the faculty in guided studies should be teacher-counselors, selected with this criterion in mind and provided with in-service training in counseling. Third, experience has shown that the utilization of student counselors achieves significant results.

Dr. Ruby Herd of El Centro College provided members of the Texas conference with a description of their student counseling training laboratory. This material reflects many concepts of significance in planning counseling services for students in guided studies and is included at this point instead of a more theoretical discussion of the subject.

Student Counseling Training Lab

During the Fall semester, 1970, the Guided Studies Division began making preparations for a rather large group of "high-risk" students who would be enrolling in the spring. These students were being recruited through the CAN Project (a Zale's Foundation grant) and Up With Education and were, for the most part, hard-core drop-outs.

We anticipated that most, if not all, of these students would come from the lower socio-economic areas of the inner city, that their educational experiences would not have been positive ones, that they would know little about the role of a college student, that they would be black or brown, and that we could expect to have some difficulty in relating to these students at a meaningful level as quickly as we'd like.

The need to "break through" their defenses as quickly as possible concerned us most. Our experience with other students with similar backgrounds had taught us that the first two or three weeks are critical in terms of "hanging on" to students. For this reason, we decided to select a group of students and involve them in a training lab for student counselors or counselor aides, hoping that students helping students would be more effective in those critical weeks than adults helping students.

The purpose of the training lab was to prepare selected students for certain counseling tasks with students in the Guided Studies Division. Questions we wanted to answer were:

1. Could selected Guided Studies students be trained to perform identified student counseling tasks?
2. Would high-risk students who have access to student counseling be more successful in adjusting to college and in meeting the requirements of their course work than Guided Studies students who did not?

3. Would student counselors serve as models for other Guided Studies students?
4. Would the student counselor training result in significant changes in the student counselors themselves?

The Guided Studies instructors and counselors were asked to recommend students for the training lab. The only guidelines given were that the students recommended be warm, sensitive, knowledgeable, people-oriented students who appeared capable of learning to communicate these characteristics to others.

Student counseling tasks were identified on a temporary basis with the understanding that they would probably be changed as training progressed. These were:

1. Conduct orientation interviews and small group meetings for informational services.
2. Provide the peer perspective for other students as the bridge over the generation, ethnic group, or class gap.
3. Assist in the administration, scoring, and general interpretation of group tests.
4. Help students to search out needed occupational and educational information.
5. Provide a go-between or referral service for other students to on-campus services.
6. Assist students and the counselor in developing a broad educational plan.
7. Assist in the evaluation of his own training as well as the progress of the students with whom he works.
8. Help students to understand the necessity for prompt attendance at all classes.

The training program was rather sketchily outlined. There were several areas that were seen as being necessary for the particular group of students the student counselors would be working with.

1. The students would need a thorough orientation to the whole concept of student counseling.
2. The students would need an intensive study of the college catalogue, schedules, student handbook, occupational and educational resources, etc.
3. Practicum in administration, scoring, and general interpretation of group tests.
4. Human Relations Learning Lab—students would be expected to develop a good relationship with each other before they could expect to promote good relationships with students who were strangers to them.
5. Practicum—This would involve a period of time following or during training during which the student counselor would serve as a counseling aide to the G. S. counselors in small groups.

As a means of evaluating the training experience, students in the training lab would be asked to react in writing to the training experience and to their ex-

perience as student counselors. They would also be evaluated by the Guided Studies counselors with whom they had served their internship. The student counselors would also be rated by their counselors and instructors in terms of their own adjustment to college and success in meeting the requirements of their own course work.

The Training Lab

Orientation to the Peer-Counseling Concept

Student trainees were told about the special project (CAN) and the hard-core drop-out students with whom they would be working. They were asked to put themselves into the feelings these students would probably have upon enrolling at El Centro and then we attempted to define some of their probable needs. The following feelings were described:

1. Students would feel very insecure and "outside" the college.
2. Students would have no understanding of the college environment.
3. Students who knew each other would tend to stick together.
4. Students probably would be expecting other students and instructors to "put them down."
5. Having dropped out of school, students would probably have negative attitudes toward classes, instructors, studying, other students who hadn't dropped out.

The training group then attempted to determine some ways they might be able to help the new students to deal with these feelings. This was done primarily through role-playing and critiquing of the various responses trainees made. Some of the questions we had to deal with in these roles were:

1. How do you get across to a new student that you're glad he's here and that you know how it feels to be "new" to the college scene?
2. How do you communicate with a student who finds it difficult to even answer questions?
3. Is it possible to be too "pushy," to come on too strong? What can you do if you begin to feel you are approaching this point?
4. How do you show someone that you respect his feelings when the feelings seem foreign to you?
5. How do you get students talking with each other in a group?

Human Relations Lab

It became apparent very quickly that before we could hope to deal with other students we would have to first deal with the strained feelings, insecurity, overly-polite responses that were evident within our training lab group. We were strangers to each other. We were black, brown, white, and few of us had experienced a close relationship with someone from another ethnic group. Most of the semester was spent in a Human Relations type lab in which we focused

Information-Giving Services

We made an intensive study of the college catalogue, schedules, student handbooks, and other occupational and educational resources. The emphasis was always placed on knowing where to look for information rather than attempting the impossible task of learning all the facts one would need to know.

Role-playing was found to be the most effective technique for handling this aspect of the training lab. Since all of the students involved in the lab had been new students at El Centro, they were able to use their own experiences to set up situations and questions future students would likely meet.

Practicum Experience

In order to test the effectiveness of the training lab, the student counselors worked with the Guided Studies counselors in small classes. These classes (GSEI 092) had been set up to identify problem areas of concern to the new student and to develop approaches to problem solving in relation to educational, personal and career decisions through the process of group counseling. As the student counselors worked within these groups, contacts were made which resulted in individual counseling sessions outside the group setting.

Follow-Up

All of the nine students who started out in the training lab about mid-semester in the Fall of 1970 continued in the training lab through Spring of 1971. Four blacks, three whites, two Chicanos, five of whom were female, four male, with an age range of 18 to 35 made up the group.

Although there were many problems, the student counselors were able to relate to the high-risk students. They worked very closely with the Guided Studies staff in pin-pointing student problems. Their relationship set a good example of a racially mixed group that not only worked well together but one that also had established deep and meaningful friendships with each other.

The Guided Studies staff and students agreed that the program should be continued but that it should be expanded to a total college program rather than one limited to the Guided Studies Division. Eight of the original group returned to El Centro and began working regular hours as student counselors and fourteen new students enrolled in the training lab in the Fall of 1971. In the Spring of 1972, 18 of the students who had completed the training lab enrolled in an advanced leadership training lab and are continuing to work as student counselors. Twenty-one new students are enrolled in training labs and there is a long waiting list of students who want to get into the program.

An example of one kind of service these students are performing for the college was the decision to use them during registration to work primarily with new students. Among their responsibilities were:

1. making new students feel comfortable and wanted
2. assisting new students in interpreting catalogue and schedule information,
3. helping new students make out their schedules
4. referring students to college counselors for assistance with problems which the student counselors did not feel competent to handle.

College counselors and instructors who worked with the student counselors were asked to evaluate their performance during registration. The response was so positive that it can only be described as over-whelming. Typical responses were:

"The student counselors seemed very knowledgeable about registration procedures and could explain adequately graduation requirements, programs, course content, etc."

"They did an excellent job. I didn't see anything that I didn't like about them. It was evident that their training had been a success. They were highly motivated to help other students."

". . . conscientious and effective."

"one of the most productive ideas to come along in quite some time."

"I have the feeling that new students have better schedules and more appropriate courses this semester than they've ever had due to the student counselors interest and assistance."

". . . an invaluable aid."

"They appeared eager to help in any way and were almost always able to give all the assistance that students required."

Gulf Coast Junior College assists black students by including materials which will result in "appreciation of black contributions in areas of prose, poetry, music, science, and government." By including black studies materials as a part of general instruction, the college assists the student to see his own ethnic culture as a feature of all human culture in its diverse totality.

Manatee Junior College bolsters self-concept by involving students in the total campus community. In the commuter college there is a danger that the minority student will not become involved in the life of the campus and will leave class to return to his home environment. A part of the special program at Manatee includes planned efforts to relate students to the social and cultural activities at the college.

Egress

How do students move out of a guided studies program? What criteria determine completion? Among the eighteen programs studied, time spent and a passing grade are the most commonly used determinants. But in the discussions the need for other criteria was recognized. Programs which provide flexibility in student egress were given deserved attention. Two procedures were of special interest.

Movement out of training programs in basic skills may be based upon performance, since these abilities are measurable. When a student shows that he has reached minimal standards in communication skills, for example, he may leave the course at that point. In one instance, a college is developing a modular course structure so that a student need take only such units as diagnostic testing reveals he needs. The student cannot fail the course—he continues until he meets performance standards.

Another procedure is based on voluntary egress. The student is privileged to decide for himself when he wishes to move out of the program. This approach is supported by a strong counseling program.

The conference participants regard the question of egress from guided studies as related to the whole system of academic records in junior colleges. This system is restrictive in its impact upon innovative instructional procedures, both in relation to "disadvantaged" students and to students of high ability. Current interest in reviewing the time factor in higher education, with special concern for possibilities of shortening the four-year degree tradition, provides a setting for experimentation in flexible time requirements. Experience in guided studies instruction upholds the concept that individuals require varying lengths of time to complete units of learning and that greater motivation may result when flexibility is provided. Two positive effects are noted: the student is motivated to shorten the time span if he can, but at the same time he need have no sense of failure if he takes longer.

A policy of egress based on performance raises a serious question for minority students who are multi-lingual. Standard tests in communication are based upon language usage in the white culture and ignore language practices among blacks, Hispano-Americans, and other identifiable groups. Until more research produces tests which are based on minimum essentials for effective communication, consideration should be given to the use of other measures of performance in addition to tests.

Training in mathematical skills has been neglected. For many black students whose elementary and secondary instruction has been inadequate, their choice of career is limited. For example, persons who might otherwise select the health field as a career choice encounter difficulty in sciences, both in college and on licensure examinations, because of inadequacies in mathematics. Few guided studies programs include sophisticated instruction for these students. The focus is customarily upon review of high school geometry and algebra. For many students the problem is much more fundamental and involves inability to think with number symbols. Number is a form of language. There is an urgent need for the development of special instructional programs which teach junior college students to think in numbers. The level of attainment expected should be determined by the educational and career objectives of the student.

Impact Upon Black Students

Each participant in the Florida and Texas conferences was asked to list the positive and the negative effects which the guided studies program had on black students. The persons attending these conferences were intimately involved in the operation of these programs and knew in advance that they would be asked to perform this task. Not only are their judgments worthy of respect, but a number of appraisals consistently supported specific points of view which have been summarized in this report.

Positive Impact

1. Three colleges whose programs were incorporated into regular curricula and which were not highly visible reported that black students appreciated being a part of the regular student body, even though they were aware that special help was being provided for them.

2. On the other hand, black students in three colleges with highly identifiable separate programs gave evidence of strong response to cross-cultural relationships with white students because of their daily sharing of similar experiences in the guided studies program.

3. Five colleges indicated that the manner in which guided studies provided for successful experiences and achievement broke the attitude of defeatism which many black students had developed.

4. Black students were drawn into general campus activities through the program.

5. Through the guided studies activities black students were able to develop career planning in realistic terms.

6. Black students discovered that the special program recognized their blackness and was not designed "to make us white."

7. The total program helped the black student develop his self-awareness in multi-cultural terms.

8. The guided study program had helped the entire faculty understand minority students.

9. On one campus, blacks believed that the special program had helped administrators of financial aid to comprehend their financial problems particularly as these needs included financial responsibilities for their families and the importance of having a little spending money.

10. The practice of allowing the student to re-write papers and re-take tests was appreciated as representing an awareness of the capacity of black students to overcome handicaps if given a reasonable chance to do so.

11. Empathetic instructors aroused confidence that cross-cultural experiences could be genuine and that the generation gap, even with a white adult, could be bridged.

Negative Impact

1. Uncertainty over transferability of credit for guided studies was a serious problem to black students because of implications of deficiency.
2. Some minority students were disturbed when they were not adequately informed about reasons for assignment to guided studies.
3. A negative factor in several colleges was the lack of any black faculty or staff in the program which raised doubts about the credibility of the institution's interest in black students.
4. In at least one institution minority students were aware of lack of support of the guided studies program on the part of the general faculty and the central administration and regarded that attitude as a form of hostility.
5. Some minority students regard assignment to the course as racially oriented, and on one campus had the attitude that the program was designed "to keep black students down."

Suggested Changes

Each participant was asked to state changes which should be made in the college's guided studies program. The more significant ones are listed below and speak for themselves.

1. A black student assistant should be placed with each non-black instructor in the psychology course (on self-awareness).
2. Non-whites should be employed to assist in recruiting minority students.
3. Required participation in guided studies should be discontinued (reported by several institutions).
4. Stronger "familial ties" should be facilitated among students in the program.
5. Multi-ethnic components should be added to the campus decor.
6. Outreach and off-campus possibilities in the program should be expanded.
7. Two-year programs in special fields should be established which relate guided studies to specific career objectives, such as child care workers, teacher aides, social worker aides, and community action workers.
8. The guided studies philosophy should be promoted throughout the institution, and even into the elementary and secondary schools.
9. The grading system must be modified so that it is non-punitive.
10. There must be more black faculty, black counselors, and black student tutors.
11. Staff in guided studies programs should have some released time for follow-up studies of students taking the program.
12. Course numbers for guided studies curricula should be no different from course numbers in the regular curriculum.

13. More efforts are needed to increase community understanding of the guided studies plan and accomplishments.

14. Faculty need to understand that assisting disadvantaged students does not detract from programs designed for the superior student.

A final word must be said about the directors of guided studies and other similar special programs. Most of them are dedicated persons whose goals are to expand opportunity for disadvantaged students. Too many of them face discouragement from administrators, boards, and community leaders—not because of opposition but because of a lack of understanding of what is possible. It is to their credit that, in these workshops, their goal was the reverse of departmental empire-building, that their hope was for a modification of instruction in community colleges which would make their own programs unnecessary.

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